**Peer Observation Overview: January 29, 2013 – April 8, 2013**

Background: Miller School encourages teachers to observe one another and coverage is willingly provided, but few teachers participate. The school recognizes that teacher observation is an effective way for teachers to self-evaluate, share resources, and collaborate.

Goal: Continue the development of best practices, knowledge and implementation of the curriculum, and professional learning communities among staff to ultimately improve student achievement.

Research: Research conducted around school effectiveness shows that it is important to recognize and utilize the knowledge bases found in a school (Saphier and King, 1985). The Carnegie Task Force on Teaching as a Profession states, “Properly staffed schools can only succeed if they operate on the principle that the essential resource is already inside the schools- determined, intelligent, and capable teachers “(Pratte and Rury, 1988). An integral part of a Professional Learning Community is to “create an environment that enable teachers to learn from one another as part of their routine work practices” (Dufour, et al, 2005).

Peer Observation Professional Development Plan:

**PDPs:** Teachers will be awarded 10 PDPS for spending 10 hours working on the Peer Observation Program. Participants must attend all meetings, and submit their Peer Observation Log and written reflection to their grade level facilitator prior to receiving PDPs. All work must be submitted by Thursday, April 4, 2013.

1. **Study Group Session 1** (Tuesday, January 29, 2013, 2:50-3:50): Teachers interested in participating with be required to read a brief article prior to this study group session entitled, “Teachers as Continuous Learners” by Dr. Art Costa. The study group session will begin with a discussion of the article and how it impacts and connects to the peer observation program. Program guidelines and materials will be distributed at this time. Some time will be spent in grade level groups brainstorming teacher learning needs and interests. Once a list in compiled, teachers will be asked to review the list and determine an area they feel comfortable modeling for a colleague. Partnerships will be formed at each grade level. Specialists can participate and creative partnerships can be made for them.
2. **Pre-observation, Observation, and Post-observation Meetings**: Teacher partners will be required to have a pre-observation meeting to determine the focus of the peer observation. Prior to the observation, partners need to contact Brenda Maurao to coordinate coverage when necessary. Teacher partners will also be required to have a post-observation meeting to ask clarifying questions, provide feedback, and determine next steps.
3. **Peer Observation Experimentation:** Once partners have gone through the observation process, they will switch roles and go through the cycle again. In this case, the original teacher can team teach with the observer or simply observe and provide guidance and feedback.
4. **Peer Observation Log:** All participants are responsible for keeping track of the hours spent working on this project.
5. **Reflection:** All participants are responsible for writing a reflection on their experiences.
6. **Study Group Session 2** (Monday, April 8, 2013, 2:50-3:50): Participants will meet to reflect on the observation process as a group. If people need additional hours or are just interested in continuing the process new partnerships will be formed.
7. **Technology Connection:** A WIKI has been created to post comments, articles, videos, etc. that participants come across during this program. All necessary program forms and materials are located on this password-protected location.